DOCUMENT RESUME

ED 397 629 FL 023 464

AUTHOR Bardos, Jeno
TITLE Models of Contemporary Foreign Language Teacher Training: Theory and Implementation (Sketch of a Vocation between 1988-1994).
PUB DATE [Nov 95]
NOTE 83p.; Thesis prepared for the habilitation procedure, University of Veszprem, Hungary.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Reports - Descriptive (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS English (Second Language); Foreign Countries; Language Proficiency; *Language Teachers; Language Tests; Models; *Second Language Instruction; *Teacher Education; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS *Hungary

ABSTRACT

This report describes the method of foreign language teacher training used in Hungary called the Veszprem (a region in Hungary) model, with particular emphasis on English-language teaching, and includes a brief review of foreign language teacher training in Hungary and in the United States from 1988-1990. The Veszprem model maintains the positive elements of Hungarian tradition with a significant change in the proportions, to the benefit of practice-oriented studies. The new program unites the merits of the craft of teaching, the applied science, and the reflective models in both the 3-year single-major as well as the 5-year double-major courses of foreign language teacher training in Hungary. The model changes the Hungarian style from theory-based to a more practice-based approach. Chapters summarize the most important principles and beliefs, hypotheses, and conclusions of the new methodology. Other topics discussed include the training of scientists versus the training of practitioners; bringing the teacher training programs back into the general university; and the acquisition of practical knowledge about the profession. Appendices include a description of the implementation of this teacher training technique in Hungary and examples of examinations used in the program. Contains an extensive list of suggested readings for teacher trainers. (NAV)

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BÁRDOS JENŐ: PÁLYAKÉP ÉS TÉZISEK 1988-1994

VESZPRÉMI EGYETEM
University of Veszprém, Hungary
H-8201 Veszprém, P.O.B. 158. Egyetem u. 10. Phone: +36-88-422-022

Jenő Bárdos Ph.D
Dean, Full Professor of Education and Linguistics
Faculty of Teacher Training, Institute of Foreign Languages
Head of the English and American Studies Department
3 Egyetem St. 8201 Veszprém, Hungary
H: 36(88)320-227 - W: 36(88)423-242 - Fax: 36(88)422-845
e-mail: bardos@almos.vein.hu

MODELS OF CONTEMPORARY FOREIGN LANGUAGE TEACHER TRAINING: THEORY AND IMPLEMENTATION

(Sketch of a vocation between 1988-1994)

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Theses prepared for the habilitation procedure

by Jenő Bárdos Ph.D.

Dean of the Faculty of Teacher Training

Director of the Foreign Language Institute

Head of the English and American Studies Department

University of Veszprém

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1. INTRODUCTION

1.1. Introduction: A personal view

Ever since the mid sixties my career has been mostly devoted to teaching foreign languages and this "call of the wild" can be traced in my more academic activities, both research and lecturing in the past two decades. No levels of school instruction had been left out by teaching Russian, English and Hungarian as a foreign language to various audiences state and private, and experiences of a good twenty years of practical teaching had been cropped up before the year 1987 when I defended my PhD in education (*Historical Development and Interpretation of the Method Concept in Foreign Language Teaching.* 1987, MTA, pp.1-243. A módszerek történeti alakulása és a módszerfogalom értelmezése az idegen nyelvek tanításában). Uncommitted specifically to literature, linguistics, or methodology, (or the town on the banks of the river Tisza,) I cultivated all these fields while teaching intensively in various secondary schools and higher education institutions of the capital. A passion to write foreign language coursebooks including ESP and an attraction to the theory and practice of measurement and evaluation in foreign language proficiency have emerged as major occupational hazards. In 1980 I defended an MA thesis titled *New Developments in Language Testing* at the University of Kent (Canterbury, U.K.) followed by another thesis defended at ELTE in 1981 titled *Traditional and Contemporary Evaluating Methods in Pedagogy and the Teaching of Foreign Languages.* Although I served as vice president to the Hungarian State Foreign Language Examination Board, I never stopped practical teaching. Those years of trials and tribulations made me think about language pedagogy, applied linguistics, applied psychology, educational linguistics, and especially their relationship. The only soothing balm to the

wounds received in these never ending battles of advanced foreign language teaching was a more and more intensive research that I had started in Britain on the history of foreign language teaching. Those were the years when I comprehended the narrow-mindedness of technicalities and the irrelevance of some theories at the same time. Those were the years when I first realized with dismay the lack of professionalization of this vocation in Hungary, the distance between theory and practice, the controversy between foundation studies and subject centred methodologies. Various comparative studies (e.g. study trip to Sweden, 1986) confirmed my suspicions about the insignificance of superficial, fashion-like changes produced by fast changing pedagogical technologies in the foreign language classroom and both research and lecturing turned my attention towards foreign language teacher training as a highly probable academic field able to provide clues to solve this immensely complex interdisciplinary riddle. From this point of view it is not an exaggeration to say that recognizing the importance of historical consciousness in our profession, illuminating the relationship of tradition and individual creativity and other essential features made my PhD a cornerstone in developing innovative ideas about the content structure of foreign language teacher training. Fulfilment came three years later when I was challenged to set up a 5-year teacher training program in Veszprém. In the meantime I served as a visiting Fulbright scholar at Rutgers University (New Brunswick, New Jersey, USA) and set up an Institute of Hungarian Studies: the only place in the USA where you can get a Hungarian minor). The summers of 1989 and 1990 in the US were spent by research on comparative FLT methodology that contributed significantly to bettering curriculum design of the 1990 Veszprém Project.

All in all, in my whole career, I can identify three major areas in which I could achieve synchronicity with the international avant-garde of educational linguistics and language pedagogy:

I. Language testing and evaluation, foreign language examination techniques

In 1980 I was the first to inform the language teaching profession in Hungary about the controversy of discrete point and integrative testing in the foreign language context in the form of an M.Ed. thesis. I was the first to elaborate a criterion oriented description of profiles on three levels of language proficiency on basis of which foreign language examinations were carried out by the State Language Examination Board since 1982. At the same time scales of evaluation and a detailed methodology on how to administer oral examinations were also worked out.

(Key publications to describe this area are the following:

- Bárdos, J.: New developments in language testing (MA Thesis, 1980, University of Kent, Canterbury, U.K., 80/No.37, Christchurch College Library, pp.1-65);
- Bárdos, J.: Traditional and contemporary evaluating methods in pedagogy and the teaching of foreign languages (MEd Thesis, 1981, ELTE BTK 151/1980-81, pp.1-93); (Hagyományos és modern értekelő módszerek a pedagógiában és az idegennyelvek oktatásában, Bölcsészdoktori disszertáció);
- Bárdos, J.: Examination techniques for the members of the State Language Examination Board, 1982, 1/1982, pp.1-17 (Vizsgamódszertan az Állami Nyelvvizsgabizottság tagjai számára. ELTE ITK);
- Bárdos, J.: State Language Examinations in Hungary. A survey on levels, requirements and methods. Bulletin. National Institute of Education, OPI, Budapest, 1986, pp. 50-90.)

II. The history of foreign language teaching and its significance in interpreting the concept of method in foreign language teaching

This was the first detailed history of foreign language teaching in Hungarian (since Lux Gyula, 1925). It also contributed significantly to forming the consciousness of the profession towards a forty-something labelled methods of this documented 25 century history. The whole wisdom of this interdisciplinary and pragmatic field is contained in this textbook that has gradually become a standard textbook at Hungarian foreign language teacher training institutions.

(Key publications to describe this area are the following:

- Bárdos, J.: Foreign language teaching in the 80s. 1984. 2/1984. pp.105-118 (Az idegennyelvek tanítása a nyolcvanas években. Pedagógiai Szemle);
- Bárdos, J.: Languages and principles. 1984. 3/1984. pp.471-476 (Nyelvek és elvek. Pedagógiai Szemle);
- Bárdos, J.: Historical development and interpretation of the method concept in foreign language teaching. PhD in Education. 1987, MTA, pp.1-243 (A módszerek történeti alakulása és a módszerfogalom értelmezése az idegennyelvek tanításában. Kandidátusi disszertáció).

III. Implementation of an innovative model of foreign language teacher training at the University of Veszprém

The lack of professionalization and the relatively low level of practical knowledge in foreign language teacher training presupposed and eventually triggered the establishment of different relationships between foundation studies and skill training. This new model of teacher training - while keeping to the good tradition of communicating cultural content (literature and comparative cultural studies) and linguistics - would devote more time and

energy (9 + 6 semesters in education psychology and subject-centred methodology) to courses of crucial importance in developing and constructing a different content structure from the previous ones. This model would unite the merits of the craft, the applied science and the reflective models in both the 3-year single-major as well as the 5-year double-major courses of foreign language teacher training.

(Key publications describing this area:

- Bárdos, J.: The question of content in contemporary foreign language teacher training (A modern nyelvtanárképzés szakmai műveltségének tartalma) 1992, Szeged, II. Országos Alkalmazott Nyelvészeti Konferencia. pp.23-29.
- Bárdos, J.: Taxonomy for a teacher-centered methodology, 1993, Debrecen, ESSE-HUSSE Alakuló Konferencia, pp.1-12 (in the press);
- Bárdos, J.: Reflection on the tradition of teacher training in Hungary in the mirror of the 90s. IATEFL-Hungary III, Veszprém, Tradition and Innovation: Changing values in Central European TEFL education, pp.1-20.
- Bárdos, J. - Milner, M.: Teaching practice handbook. 1994, University of Veszprém, pp.1-127.)

The following chapters will summarize the most important principles and beliefs, hypotheses and conclusions on the basis of which I founded a new type of foreign language teacher training in the heart of Trans-Danubia.

1.2. Views on foreign language teaching and teacher training in the 80s

By the 80s various features of the world-wide crisis in education appeared in foreign language teaching and teacher training as well. The need to relate this line of education to economic objectives and productive work became more pressing than ever. Changes in technology with all the challenge to methodology were unable to create equal educational opportunity, access and equity, for students willing to learn foreign languages or take them up as a career. Despite the changes in principles, aims and objectives, as well as organization and structure, the competition for funding and resources became keener and keener. The lack of national policy on teaching foreign languages procrastinated the development of multiculturalism and the appearance of foreign students in Hungary as well as Hungarian students abroad caused shocks in both parties. Although several innovative features of education were present in foreign language teaching of the 80s in Hungary (like post-compulsory education, non-formal education, distance-education, nation-wide assessment of foreign language proficiency etc.) the main efforts of theoreticians, researchers and practitioners, including me, were to renew pre-service and in-service foreign language teacher training. In my own professional development this period is undoubtedly the growth of expert consciousness in foreign language teaching. Here comes an enumeration of theses along which a loose array of principles, practical solutions, hypotheses, causes and consequences could grow into a conviction.

1.2.1. On the history of foreign language teaching

Ever since the sixties the teaching of foreign languages has become an internationally renowned mental trade. A tremendous increase in quantity demand (dating back to the Sputnik crisis) required a much higher level of expertise and professional discipline, and, for the first time the necessity of fashion-like changes in the realm of FL teaching methodology was seriously questioned. On the other hand, this profession also experienced the crisis caused by the idolization of empirical facts cropped up by the technical revolution of data processing, again pointing at the dangers accumulating experiential knowledge without the renewal of theoretical thinking.

Early models of foreign language teaching (Sweet 1899, Jespersen 1904, Palmer 1917) emphasized the importance of related or supporting sciences like linguistics, psychology etc. In fact, the practice and experience of language teaching had existed centuries before related science like linguistics and psychology developed. Nowadays we very often evaluate the principles and activities of language pedagogy by using the terminology of these critical sciences. Classroom teaching at grassroot level will prefer practical solutions (results above all) to theoretical justifications.

There is no doubt about the interdisciplinary character of foreign language teaching but the distance from these fundamental sciences (linguistics, education psychology, sociology and many others) is so large that the terminology used in foreign language teaching seems to be over-simplified and sometimes unacceptable for the above mentioned sciences radiating from a supposed scientific "origo".

The only fully-fledged theoretical framework able to house and embody the whole wisdom of foreign language teaching is the history of foreign language teaching, a relatively neglected area of the history of education. This way the history of foreign language teaching is a foundation

science to any subject methodology that would give insight into the development of the profession, while detailed descriptive knowledge and the labelled methods reconstructed as skills will get their deserved place in teacher training to increase professional competence. This theoretical framework has made it possible to set up a contemporary language teaching theory able to influence contemporary methodology by offering an integrated approach to dictate the logistics of methodological decisions in a system working in harmony of its environment.

1.2.2. On methods

The documented twenty-five centuries of language teaching demonstrate that the amount of ideas, the body of ideas, this whole experiential wisdom - despite the ever-changing methods - is basically the same. The fairly rigid combination of some emphasized elements (named method) cannot satisfy the demands of modern societies. The solution is using several methods at the same time, or several methods one after the other in a given order. Contemporary modern teachers of living languages should not only be aware of historic methods but also skilled in them so that they could use them when they need them. It is more than an axiom in practical teacher training, it is of primary and paramount interest for all teacher candidates.

Motivation for learning foreign languages has shown utilitarian, aesthetic and "scientific" features. Some would adjust language learning to the demands of the market place, some would use them to conquer the summits of international science, and some would just learn them for pleasure, for cultural immersion. Changes in motivation would result in changes of language learning objectives. A bilingual or multi-cultural Europe

established flourishing language learning periods in her history while any narrowing down of motivation (language as a school subject: compare German or Russian as compulsory school subjects) can wither the scope of language teaching (Latin as a dead language).

The first eighteen centuries after Christ did not produce a labelled method and the modern history of a method-centred language teaching only starts with the 19th century. Since that time the most important language teaching methods (not more than a dozen) can easily be arranged around four major "waves of improvement": first is the controversy of grammar-translation and varieties of the direct method, the second is the battle of the audio-lingualism and the mentalist approaches, the third one is the revolt of the humanistic-psychological (holistic) methods against centrally planned school curricula, and the fourth is the fight of the function-centred communicative approach against all form- or code-centred methods.

Even the most elusive and invisible features of some well-known methods will become obvious with the help of the answers they give to some cardinal problems of foreign language teacher training:

- the fundamental dilemma of using or not using Language 1 in learning Language 2;
- the basic controversy between awareness and intuition while learning a foreign language;
- the controversy of form-centred and function-centred approaches;
- arranging language contents in the curriculum or the way language content is communicated is again a differentiating feature (how much pronunciation, how much grammar, how much vocabulary, how much usage, how many skills, how much translation and interpretation should or should not be taught);
- the controversies of teaching style intrinsically connected with didactic constructivity would provide another series of significant answers by

describing principles of group design, classroom control, error correction and feedback for a particular method.

With the help of these indices in a theoretical framework all historical or labelled methods can be compared and analysed.

If there is no universally good method and none of the labelled methods is entirely "wrong", then what's the explanation for these sweeping changes in the history of language teaching methodology? Changes in society, changes in the critical and supporting sciences, and often frustration of the users. Very often the creators of new methods simply cannot bear the number of epigones, second-rate imitators, who follow them and with the quality lost they get disappointed of their own invention, turn away, and come up with a new method. Disillusions, new trends: sound like art or fashion, and on top of all that, there is the throb of the ever-hungry language teaching market with new, complex teaching materials to be published every year by every publisher. Figure 1 will show the relative popularity of a dozen methods in Hungary, but the situation is fairly similar all over Europe.

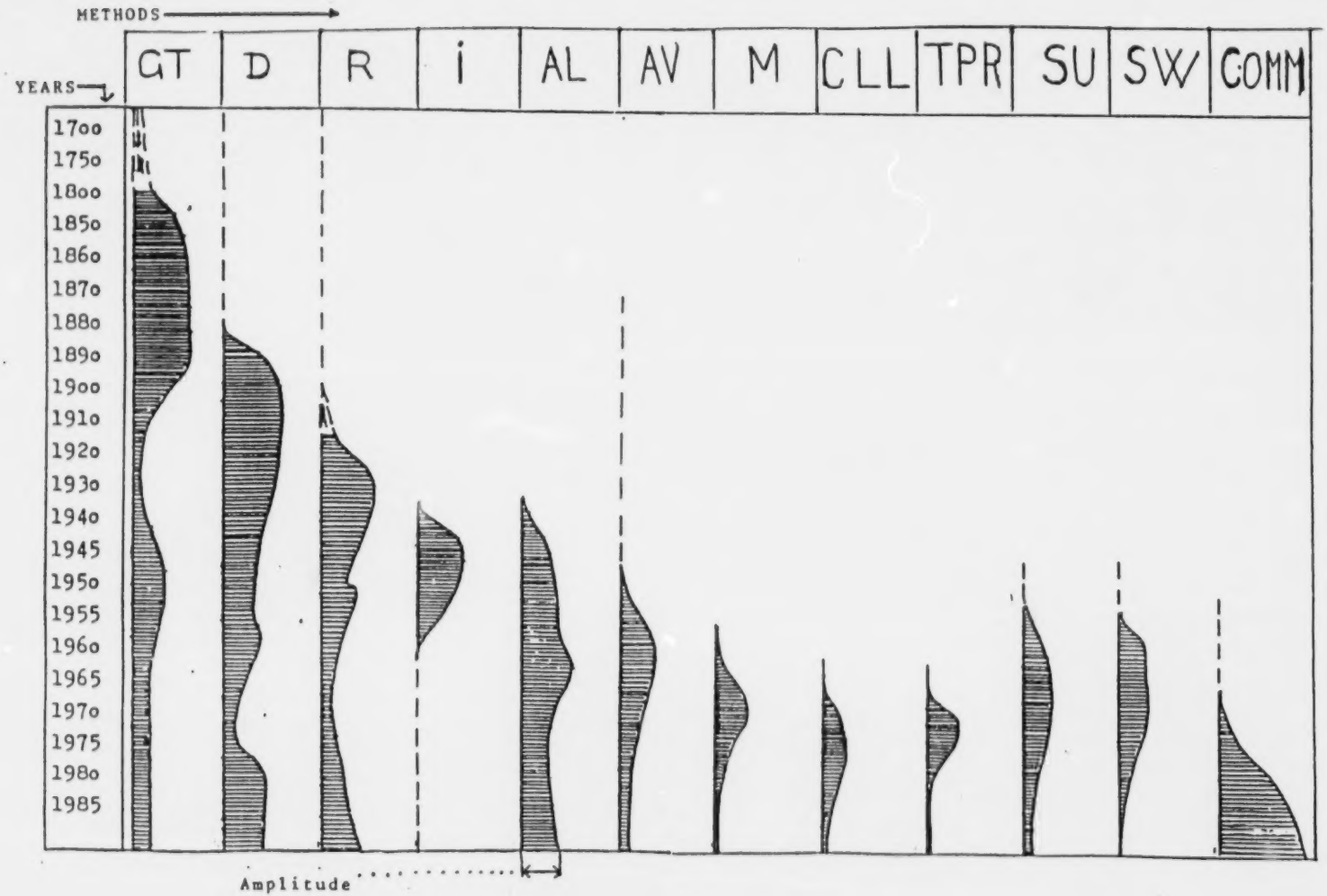

Figure 1 Relative popularity of LT methods in Hungary

The past three decades have seen many changes in foreign language teaching theory and practice, although the communicative approach is holding strong. Those teachers who eventually overcome and rise above the everyday pragmatic grind of classroom teaching and look around in their special field will find the amount of theories and practical considerations hard to digest. They are likely to come across hypotheses (like the input-intake, textuality, expectancy, episodic organization etc. hypotheses); they will learn a lot about learner-centred strategies and learning styles, cognitive and neurological mechanisms, not to mention the importance of the environment from motherese to foreigner talk. Most theoreticians would often come up with a distressing sentence in the end: foreign language teaching is subtle, difficult, at best it is only good to create entry-levels into the language and culture, so, just go and visit a country. No doubt, some theories are failure-prone and there are so many unanswered questions, independently of the method debate. Let me quote some:

- is there a truly sensitive age in human life from the point of view of language learning;
- is the linguistic distance of Language 1 and Language 2 significant (does it influence the approach or method to be chosen);
- why natural acquisition order doesn't seem to work when applied directly in constructing teaching material;
- what is the explanation for the fact that, although language teaching is set to depend heavily on basic sciences (linguistics, psychology etc.) besides the notions of an applied science it can easily be clad into the metaphors of an intellectual craftsmanship or art as well.

The last two centuries of language teaching demonstrated a speeding up in the changes of methods until 1980. The communicative approach broke away from the traditional method concept and with the help of a significant renewal in the curriculum, in a process of constant alienation from the

orthodox communicative approach of the 70s, it has acquired an integrative approach that would interpret the teaching-learning process as an operational instruction system focusing on the human factor: the teacher-student interaction. This integrative approach used method as a permanent decision making process to create optimal environment: the optimal conditions for learning. It's a service. A single method cannot provide this elasticity. The environment of this decision making process is shown in Figure 2.

The practical knowledge in foreign language teaching for a classroom teacher candidate will have to be acquired on four levels of hierarchy (and this is what is contained in a detailed contemporary foreign language teaching methodology)

a./ Steps (or items, or techniques) which are the smallest identifiable units of classroom teaching - basically neutral and can become elements of any method (repeat what you hear, read it aloud, etc.).

b./ Processes or series of steps for reaching minor objectives (e.g. the series of steps in dialogue exploitation).

c./ A language teaching method which is an algorithm (least possible number of steps to achieve an objective), in which the arranged language content and its classroom teaching form are entwined to ensure the necessary didactic phases (preparation, presentation, practice, application, feedback etc.) which cause acquisition (e.g. the audio-visual method) along the whole teaching-learning process.

d./ Language teaching theories are frames of congruent linguistic, psychological and language pedagogy theories that may induce several language teaching methods. Some well-known congruences: phonetics - associative psychology - direct method; structuralism - behaviourism - the audio-lingual method; transformative-generative grammar - cognitive psychology - the mentalist approach; macro-linguistics - socio-psychology - the communicative approach etc.

The primacy of practicality in language teaching will save the positive features of historical methods and the experiential knowledge of these steps and processes will enrich survival techniques of a teacher candidate or anyone in the know tapered by a fossilized routine.

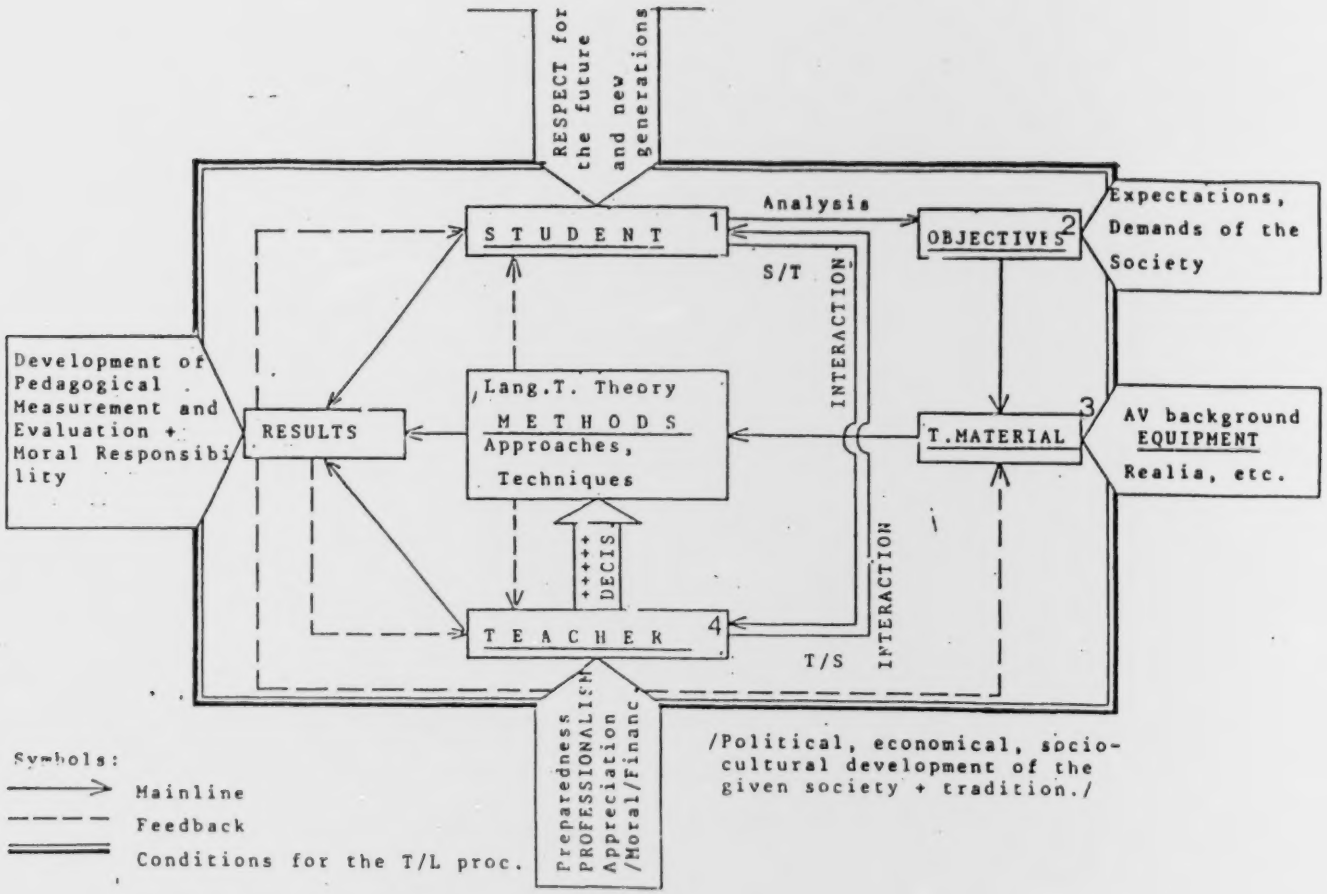

Figure 2 Decision making in FLT Methodology

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1.3. The challenge of the 90s

As the reappearance of the ethnic dimension (especially in Europe) brought back bilingual and multicultural education, the introduction of new subjects (like information technology, computer education, environmental education) speeded up the development of task-based and content-based language teaching. The challenge of post-compulsory education and distance education were answered by post-secondary or zero-year courses. Most challenges were met except for the effemination of the language teaching profession the questions of which remained unanswered by educational research. Educational innovation has opened up new vistas in international cooperation but instead of giving sweeping considerations on the general features of educational change in the 90s, I'd rather come back to the micro-world of foreign language teaching and teacher training.

Amongst the fashionable topics you will find various interpretations of the notion of communicative competence; reevaluation of the role of grammar in integrated approaches; and the fluency-accuracy controversy is still much debated. Classroom observation and research which is a rapidly developing field of investigation has proven (what has long been suspected) that exposure to the language is not enough, identification and motivation are needed.

By the 90s it became clear that the communicative approach has also got its limitations and the cause for frustration is not simply the fact that language behaviour lacks precision. It also became clear that this method would favour certain types of students while for some others (left hemisphere analytic types) it is difficult to keep chunks of language together. It may seem to be a technicality but it is still important for the ardent follower of the communicative approach to learn how to cover language phenomena outside notions and functions. In some cases, especially for beginners, the whole

validity of the method can be questioned (e.g. someone who is able to negotiate meaning in Language 1 has no problems with, let's say, asking a question in a given situation, the problem is they don't know how to construct a question in English). There are other controversies within the scope of this method that we cannot discuss here (e.g. a holistic approach v.s. teaching isolated functions; the process of learning which is input-oriented tends to be finite and quantity-based while the educational objective of communication is output-oriented, infinite and quality-based in character. Despite of this criticism the communicative approach is still very popular world-wide. In the meantime second language acquisition research as the fastest developing branch of applied linguistics has demonstrated that the route of natural acquisition is independent and cannot be applied in classroom instruction. Student-centred approaches and solutions dominate the scene with efforts to increase intrinsic motivation and empower the students to make strategic investment into their own linguistic destinies. Other socio-political issues like the increasing role of various "Englishes" (e.g. the debate over English plus vs. English only) have different reverberations in small countries like Hungary where the comeback of German is quite overwhelming.

In 1989 Hungarian foreign language teaching and teacher training had to face two major challenges:

- compulsory teaching of Russian was buried at the age of 40 (1949-89) which resulted in the lack of teachers specialized in other languages (over 12000 teachers were needed urgently);
- international organizations (like the World Bank, the Know-how Fund etc.) decided to support a 3-year single-major teacher training and retraining which was completely alien to the Hungarian tradition of 4-year double-major teacher training at teacher training colleges, and 5-year double-major courses at universities. This controversy is shown in Figure 3.

Figure 3 The controversy of old and new in FLTT

TRADITIONAL HUNGARIAN MODEL		REQUESTED MODEL
TWO MAJORS	⟷	SINGLE MAJOR
4 OR 5 YEARS OF STUDY	⟷	3 YEARS OF STUDY
'THEORY'-BASED APPROACHES	⟷	'PRACTICE'-BASED APPROACHES

By that time a fistful of experts and an even smaller number of institutions were ready to launch innovative programs in foreign language teacher training. Chapter 2 will describe how the challenge was taken at the University of Veszprém but by following the natural order of events let me provide you a glimpse of the American scene (for three years I served as a visiting Fulbright scholar at Rutgers University, New Brunswick, N.J. where I developed a Hungarian minor). Although Hungary can boast of a much longer history in education I was obviously impressed by the richness of varieties during those short but intensive spells of research in my narrower field of interest.

1.4. Models of teacher training and foreign language teacher training in the USA

I felt justified about my research in the history of language teaching when I saw that the lack of historical consciousness in teacher education would eventually result in the lack of clarity concerning theoretical and social principles behind any reform movements. Contemporary watchwords like action research, empowerment would get slightly different interpretations because these new labels have simply been attached to familiar practices. It was also interesting to see how strong the European tradition in teacher training was emphasizing a teacher's knowledge of the subject matter and general education. Under this tradition a faculty of arts-modern philology education is equivalent to being prepared to teach. The teacher candidate, whose role is to become a scholar and a subject matter specialist would consider subjects in education to be of inferior intellectual quality. Still, this approach would attract many academically talented students to teaching who would otherwise refuse to take up courses in methodology or any applied field of pedagogy. Feminist scholarship, multicultural education, and the fact that the teacher's knowledge will have to be transformed to promote student understanding have served as soothing factors to this extremist view.

There is a less significant, socially sensitive tradition in American teacher training originating from the discontent about the crises of the 20s and 30s. In this tradition, schooling and teacher education have social responsibility to develop a cogent and benevolent society. Although the degrees to which teachers should consciously indoctrinate their students with socialist values had always been debated, undoubtedly one objective of the teaching profession was to foster students' abilities not to accept the existing social order.

The socalled developmentalist (or progressive, terms used after Liston and Zeicher, 1991) tradition based on the child-study movement would request teachers serve as a researcher, a naturalist, and an artist in one person. Candidates in this tradition had to study various branches of arts to be able to embody harmoniously developed, original and innovative personalities who would revolt against didactic routine.

A fourth tradition which is still flourishing in approaches like reflective education or skill training is based on behaviouristic experiences in training personnel for the industry and the military. This general approach to teacher education, very similar to the craft model (Wallace, 1991) is skill-based, where performance is more important than theoretical considerations. Microteaching, mini-courses and simulation exercises are the most typical forms of activities to achieve required competence in practical teaching. These approaches are still very popular under the label of research-based teacher education. Followers of this model would also argue that research on the history of teaching produced a well-structured academic material which can serve as the foundation for reliable curricula in teacher training and thus, teacher education would have a scientific foundation.

As far as models of foreign language teacher training are concerned, the most important logical step from the point of view of our topic is to study nomenclatures of the fields of related and supporting sciences most frequently included in FL TT curricula. Foreign language teacher training courses are very often described as channels to develop knowledge, skills, attitude and awareness of teachers in which the historical and theoretical foundations of language teaching, classroom techniques, and resources for professional development play the most important parts. Many educators know, though, that theories we talk about can be significantly different from theories in use, or what is actually happening inside the course. Course syllabi usually address the following areas as central to course design:

content, course requirements, required readings, grading criteria, and the goals of the course. (The most frequently visited and revisited objectives are the teaching of second language skills; program design and materials design; language learning: theory and practice; research and technology. Topics covered in methods courses are shown in Figure 4.)

Amongst the requirements of the courses, exams were considered to be the most demanding, to be followed by papers and reading-related activities. Although participation is requested but materials or curriculum development activities are considered to be more important than attendance. Classroom observation, tutoring, teaching demonstration will sound familiar and so would standard textbooks and educational videotapes serving as sources for evaluation.

Figure 4 Topics covered in the TESOL methods course: Number of Institutions and time spent on each topic

Topic	No. of institutions	No. of weeks
Traditional and innovative methods	34	89
Theory of language learning	33	50
Writing	30	33
Reading	30	32
Speaking [illegible] pronunciation	29	29
Grammar	25	20
Testing	24	19
Listening	23	19
Curriculum design	19	16
Vocabulary	19	13
Methods in general	19	20
Classroom management	16	18
Culture	13	10
Communicative approach	12	21
Materials evaluation	11	9
Language and content	11	10
Error analysis	10	9
Technological innovations	8	8
English for specific purposes	6	6
Integrating the four skills	4	3
Bilingual education	4	3
Cognitive styles	4	2
Professional development	3	2

TESOL METHODS COURSE QUESTIONNAIRE: RESULTS

(Presented by Christine UBER GROSSE at the 23rd Annual TESOl Convention in San Antonio, March 1989)

The US experience demonstrates that university professors should not prescribe what candidates should do and new types of teachers should be 'produced' (decision-makers, problem-solvers). This new teacher should be

empowered through professionalization by being actively involved in the decision-making process on various levels and be responsible for them. Knowledge skills and attitudes are duly completed by awareness that can be gained through reflective teaching. Familiarity with classroom-based research and a much higher level of skills in how to use technology in the classroom are also regarded as vital in tackling the problems of language learning and teaching in the 1990s.

2. IMPLEMENTATION - THE VESZPRÉM MODEL OF FOREIGN LANGUAGE TEACHER TRAINING (1990)

2.1. Models of teacher training in Hungary

For many centuries, teaching was the privilege of a narrow, well-educated, clerical circle, they were operating as if initiating someone into a secret. Once you are in the know, you will become a 'confidential agent' of propagating science. Conscious efforts to create independent teacher training (TT) are known to have been made first in the XVIIIth century. It was the duty of the Faculty of Arts in the Austro-Hungarian Monarchy to produce teachers, although it was not its main job. Its main job was to prepare students for other faculties. In other words, a Faculty of Arts used to serve as a preparatory faculty offering preliminary studies for getting a doctorate at another faculty later (natural sciences, medicine, law, etc.).

Under Maria Theresa, in 1777 a so-called College of repetents was organized by the Jesuits with the purpose of proper teacher training, but this institution was closed under Josef II to be followed by several decades of confusion and the lack of planning.

Some years later in Prussia, an external examination system was introduced for teachers in 1810 by W. Humboldt (the date also known as the birth of German teacher training). Faculties at German universities did not regard TT as one of their duties, they only 'produced' scientists, scholars, researchers - and teachers in Germany often became real scientists (at secondary schools) lacking in the basic skills of methodology and practical teaching.

The reform of TT in Austria was ushered in by Minister of Education Leo Thun in 1849, where three years tudy at the Faculty of Arts was finished by a qualifying examination to be passed in Vienna, Prague, Innsbruck, Lemberg, etc. Hungarian universities refused taking up TT, because they were reluctant to send their students to Vienna to get a teacher's diploma. The only effort they made was to set up practical 'seminars' to propagate methodology for candidates willing to become secondary school teachers. The first Hungarian Committee (or Board) of qualifying examinations in teaching was set up in 1862, headed by a Jesuit (Pugstaller) first ad followed by well-known scientists like Ferenc Toldy and others.

By the year 1867 (which is the year of the Agreement between Austria and Hungary following the War of Independence 1848, and the formation of the Austro-Hungarian Monarchy), Hungarian educators had three major European patterns to follow: the German model, the French model, and the English model. Let's have a quick look at these models as they are depicted in Mór Kármán's book titled: University education and teacher training (1895).

Figure 5 Typical features of university teacher training in Europe

THE GERMAN MODEL

1. 'Free teaching' (we only teach what we feel like teaching)
2. 'Pure' science (anything practical is despised)
3. 'Seminars' and external examinations (seminars are the workshops of research)
4. Entrance examinations

THE FRENCH MODEL

1. The introduction of scientific grades like
   - Baccalaureatus (BA)
   - Licentiatus (MA)
   - Doctoratus (Ph.D.)
2. Licentiatus is a condition to become a teacher in a secondary school
3. A 'thesis' must be written
4. No entrance exams
5. Teacher training is separate from the university (1795 Ecole Normale)
6. "La Grande Lecon: Cours" and "La Petite Lecon: Conference"
7. Stipends

THE ENGLISH MODEL

1. Devoted to public education
2. System of external exams
3. Pass and honours (the introduction of two grades for pass to excel)
4. University extension (an early, 'open-university'-like initiative by J. Stuart, Trinity, Cambridge)
5. Summer schools
6. Universities are ideal places for teacher training
7. Education (and not only instruction) will serve the community

As early as 1848, József Eötvös, Minister of Education intended to establish training centres in loose association with the relevant faculties of the university. Imitating the German 'seminars', several Training Centres were set up on the premises of the Faculty of Arts and Sciences, with entrance examinations.

The setting up of a unique, secondary practice school in 1872 is another turning point in quality teacher training, supported by one of the most outstanding Hungarian educators of the past century, Mór Kármán. As a result of his efforts, the training centres were restructured in 1873 to connect and share the tasks of the faculty, the training centre and the practice school. In other words, lectures were read by the faculties while lectures on education in general and methodology were delivered by the training centre and practice was conducted in the practice school. The relation of the training centre to the faculty of arts and sciences was somewhat similar to the position of a clinic and a medical school.

By 1895, at the initiative of Ágost Trefort, then Minister of education, an elite student hostel was set up for candidates of teacher training (named after Eötvös) and the model they followed then was 3 years of basic and special training followed by one year of pedagogy and a practice year (3+1+1 system).

Figure 6 An early Hungarian model of teacher training

GENERIC FEATURES	
'Free' teaching	German
Seminars	German
External exams	German, English
No entrance exams	French ---> German
A thesis must be written	French
Universities are ideal places for teacher training	English
SPECIFIC FEATURES	
Own practice school(s)	Hungarian
Elite hostel for teacher trainees	Hungarian

In 1878, Lóránd Eötvös, a physicist, attacked the academic for their l'art pour l'art behaviour in scientific research and teaching, and suggested, that teacher training should become normal part of university studies. In 1883 (XXX tc.) the 4+1 system was confirmed again, with a free choice of any subject taught at the university. Women were first allowed to sit for these exams in 1895. There were two major boards of Examination, one in Budapest and one in Kolozsvár (Cluj). The one in Budapest issued approximately 1000 diplomas in the last third of the past century - that number is 481 for Kolozsvár. On the whole, we can summarize this experience by declaring the fact, that by the turn of the century all major, or significant, or characteristic institutions of Hungarian teacher training were founded. It is less of an appraisal though, that this system remained more or less the same until 1949.

(After World War II several systems were introduced /6 years of study in 2+2+2; +2 years of study after the secondary school final exams: or 3-4 years after the final exams; etc. The First State College for teacher training was set up in 1947, and another four came into being by 1949: Szeged, Pécs, Debrecen, Eger. Since1950, the 4-year training dominated the scene besides universities with their five year double majors.)

2.1.1. A glimpse of teaching foreign languages in Hungary with special respect to English

Literature on the history of foreign languages in Hungary is less than sporadic, hardly anything is accessable but school records, curricula, coursebooks, yearbooks of schools, ministerial reports and only a handful of scholarly work. As German was the compulsory language for decades, traces of French, English, Italian are scarce and difficult to detect.

Hungarian students attended universities in Britain as early as 1626 and 28 (Cambridge and St. Andrews, respectively) and the first grammars of

English appeared in the 17th century. With the counterreformation (and the Habsburgs) there came a lull to learning English in 18th century Hungary but right after the absolutism of Maria Theresa and Josef II, members of Hungarian nobility started travelling to Britain quite regularly in order to import and introduce British innovations in Hungarian science, commerce, industry and education. In 1823, János Lemouton taught The Vicar of Wakefield with the help of his English grammar in Latin in Pest and in 1853 the first Hungarian grammar in English was published in Késmárk written by János Csink. The first Department of English was set up in Budapest in 1886 led by Dr. Pattersen and then by Arthur Yolland.

German was the compulsory language in all schools and English was only preceded by French among the optional subjects in secondary 'reál' schools (the classical secondary grammar school still taught Latin, Greek and German). Although English became a regular school subject in 1924, teaching English was not a safe job, and very few people took the infamous teacher-qualifying external exams administered by the feared professors of the Teacher Training Centre.

As far as methodology was concerned, virtually there were only three methods used: grammar translation, the direct method, and an ecclectic approach to integrate the previous two under the label of "mediating" (közvetítő) method that would remind you of Harold Palmer's ideas set forth in connection with the Oral Method. Despite the fact that the anti-grammar-translation Reform Movement became very popular in Hungary (and, as a matter of fact, was initiated by Sámuel Brassai) after World War I many fell back to the grammar translation orthodoxy, especially in teaching German as a foreign language. There was another kind of split reported by contemporary writers, which is quite unusual in the history of teaching foreign languages: a difference in teaching style according to gender. Female teachers seemed to favour the direct method based Parlier Methode (chatting or talkative method)

while male teachers were using grammar translation in teaching Latin, Greek and German together, with the help of 'explication du text' in a mental gymnastics type of tandem language teaching.

2.1.2. Post-war models of teacher training in Hungary (especially since the end of the 50s)

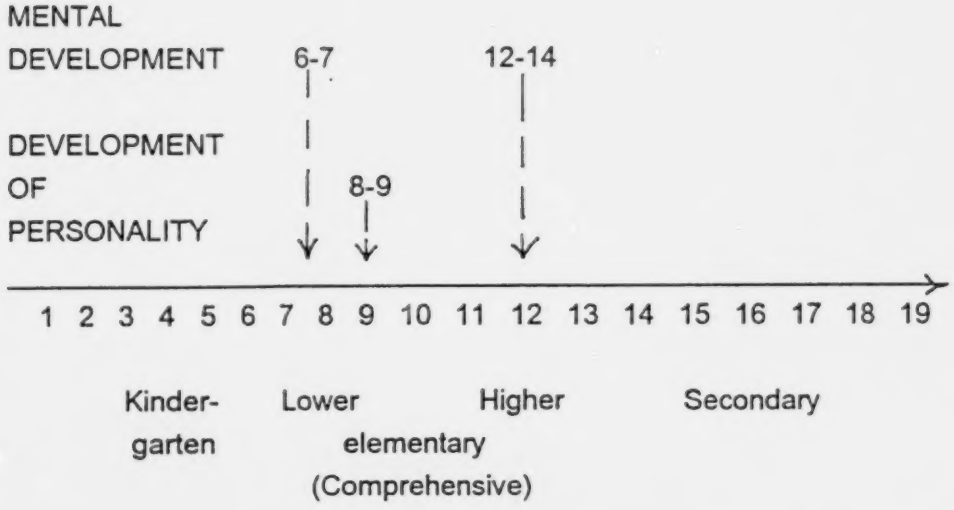
By the end of the 50s a fully-fledged, age specific, input oriented system of teacher training had been developed, in which candidates were trained to cater needs of a given age group from the outset. (Universities prepared teachers for the secondary school in five-year double major courses; teacher training colleges prepared teachers for the higher grades of the elementary in four-year double major courses; another type of teacher training colleges prepared teachers for the lower grades of the elementary in three-year double major courses; and there was a special two-year training in colleges for kindergarten teachers.

Figure 7 Levels of teacher training in Hungary after World War II

COLLEGE FOR KINDERGARTEN TEACHERS	TEACHER TRAINING COLLEGE	TEACHER TRAINING COLLEGE	UNIVERSITY
Years of study: 2	3	4	5
(KINDER-GARTEN)	(ELEMENTARY) LOWER GRADES	(ELEMENTARY) HIGHER GRADES	(SPECIAL SCHOOLS)
Age groups 3-6	6-10	10-14	14-18

The structure of schooling, as well as the relevant channels of teacher training were designed in harmony with some well described quality changes in pupils' individual lives (c.f. works by Piaget, Vigotsky, Bruner and others).

Figure 8 Ages, changes, and the school sytem: an input oriented model



2.2. Basic dilemmas of teacher training

Any teacher training (including foreign language teacher training) will have to face several fundamental dilemmas. Out of this rich array of disputable problems I shall only concentrate on the most characteristic five.

First dilemma: any teacher training institution can be placed along the scale or axis of controversy between training scientists as opposed to training practitioners. This false controversy was produced by the institutions themselves historically, because, theoretically, a good practitioner is always aware of his activities and uses scientifically planned curricula.

Second dilemma: In Hungary, for more than a century now, teacher training institutions were physically part of the university: buildings, facilities, and personnel belong to the university. Nowadays several universities and teacher training colleges have separate training centres for practice teachers, (often a network of schools) or teacher candidates, and obviously, by this time, while there is a tremendous increase in the number of students it is not a question of ownership alone.

Third dilemma: this one is the controversy between a single output (unified) type and specific output type teacher training. The first one will plan to have only one type of teacher training in which candidates will become qualified to teach at any type of schools teaching children and adults irrespective of their age groups. A specific output type of teacher training would take into consideration the type of school and the age group of the learner and prepare candidates for these specific tasks. In other words, the latter one is rather an input oriented model.

Fourth dilemma: all along the several years of study including final examinations, evaluation can be given by the institute itself to qualify their students' competences and performances as opposed to models of teacher education in which separate external examinations are held, and thus the

teacher qualifying exams are carried out by an examination board. The controversy is obviously the one of formative and summative evaluation in the teacher training context.

Fifth dilemma: teacher training and the acquisition of practical knowledge about this profession can start with the very first day a student enters the university. In case you are trained in these sciences all along the university years then you will fulfil a concurrent model of teacher training (in which special and academic training is in synchronicity with training in education). A different type of teacher training would only teach academic subjects first and, based on a basic diploma or degree, students would only obtain specialization in education postgraduately. This asynchronity of academic subjects and subjects in education is often described as the follow-up model.

Figure 9 will show these basic dilemmas, and the answers given by mainly pre-war models of Hungarian teacher training are marked (giving a kind of "leftist" model in solutions).On the other hand, in case we have a look at Figure 10, where contemporary models of Hungarian teacher training are shown, then we shall see how things have changed in the past fifty-sixty years. There is a kind of movement to push academic training towards more practical fields and the burden and joy of teacher preparation practices are shared by more and more separate institutions and not only by the special practice schools belonging to universities or colleges.

Figure 9 Basic dilemmas of teacher training and their solutions in old Hungarian models

1. TRAINING SCIENTISTS	vs	PRACTICAL TRAINING
2. THE TEACHER TRAINING INSTITUTION IS PART OF THE UNIVERSITY	vs	SEPARATE FROM THE UNIVERSITY
3. SPECIFIC OUTPUT (e.g. TO AGE, SCHOOL TYPE, ETC.)	vs	IT IS 'UNIFIED' = INTEGRATED SINGLE OUTPUT
4. SUMMATIVE EVALUATION (EXTERNAL EXAMINATION IBOARD: QUALIFYING EXAMS)	vs	FORMATIVE EVALUATION (GIVEN BY THE INSTITUTE AT THE END OF THE TRAINING)
5. ASYNCHRONITY (T. IN EDUCATION WILL FOLLOW SPECIALIZATION) (POSTGRADUATE) FOLLOW-UP MODEL	vs	SYNCHRONITY (SPECIAL TRAINING & T IN EDUCATION ARE DONE TOGETHER) (GRADUATE) CONCURRENT MODEL

Figure 10 Basic dilemmas of teacher training and their solutions in contemporary Hungarian models

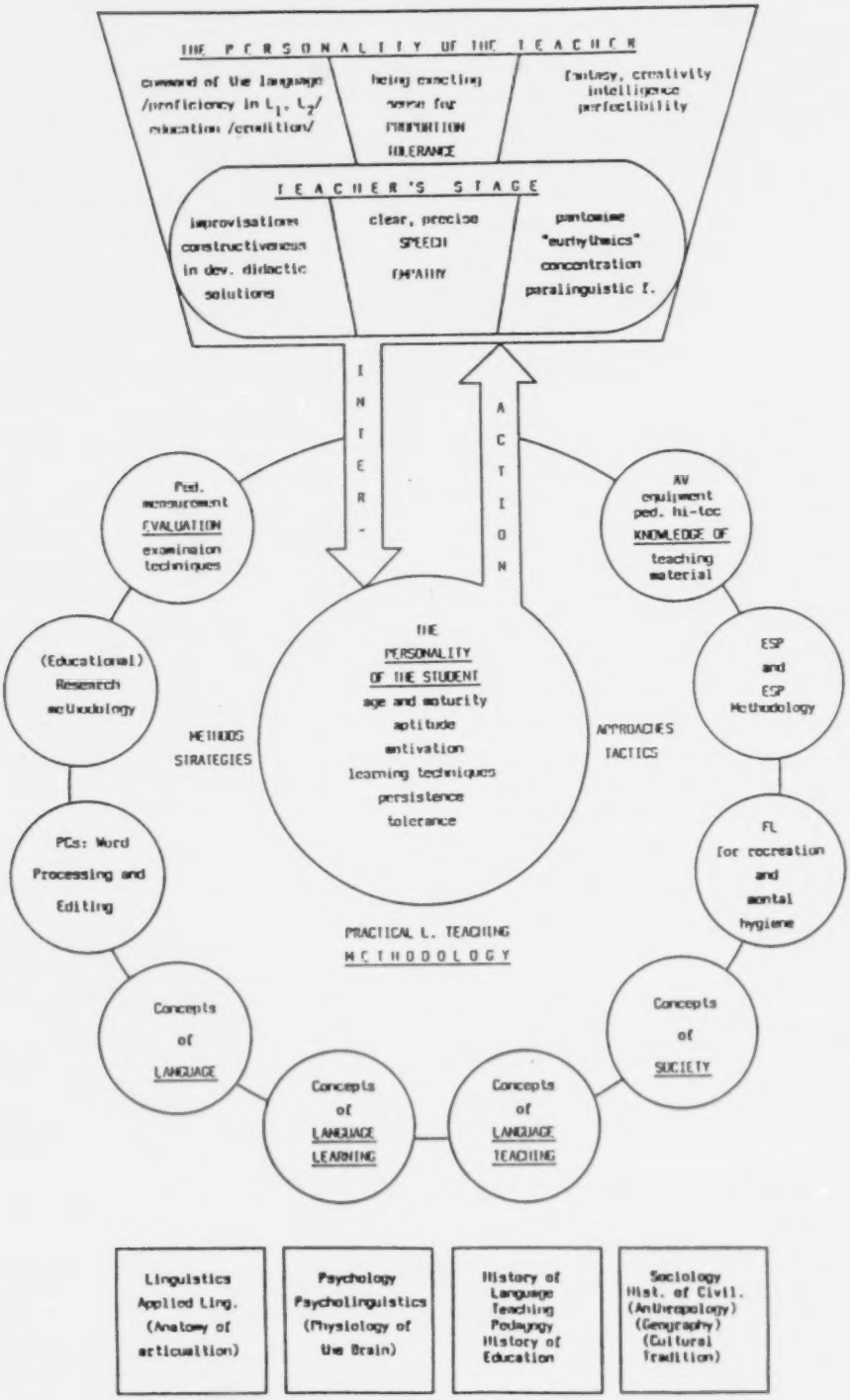
1. TRAINING SCIENTISTS	vs	PRACTICAL TRAINING
2. THE TEACHER TRAINING INSTITUTION IS PART OF THE UNIVERSITY	vs	SEPARATE FROM THE UNIVERSITY
3. SPECIFIC OUTPUT (e.g. TO AGE, SCHOOL TYPE, ETC.)	vs	IT IS 'UNIFIED' = INTEGRATED SINGLE OUTPUT
4. SUMMATIVE EVALUATION (EXTERNAL EXAMINATION IBOARD: QUALIFYING EXAMS)	vs	FORMATIVE EVALUATION (GIVEN BY THE INSTITUTE AT THE END OF THE TRAINING)
5. ASYNCHRONITY (T. IN EDUCATION WILL FOLLOW SPECIALIZATION) (POSTGRADUATE) FOLLOW-UP MODEL	vs	SYNCHRONITY (SPECIAL TRAINING & T IN EDUCATION ARE DONE TOGETHER) (GRADUATE) CONCURRENT MODEL

Concurrent models of training have been with us for a longer while and recently there has been a consensus about the single output model of teacher training. Quarrels will never stop about the controversy of formative and summative evaluation in this context, although self-screening and the accreditation process will strengthen the positions of formative evaluation in most of the institutions. All these changes will clearly demonstrate a kind of "rightist" model of teacher training in comparison with the old "leftist" one. Models of foreign language teacher training are simply variations on this main theme, the Veszprem model of 1990 has a typically rightist profile.

2.3. Content structure in foreign language teacher training

Scholars and researchers would undoubtedly agree that language teaching and learning is an interdisciplinary phenomenon. This international trade requiring higher and higher standards of professionalism and discipline is a highly pragmatic domain of applied sciences of mainly linguistic, psychological, sociological and pedagogical in character. Figure 11 will demonstrate the context of foreign language teaching methodology where the complexity of directly applied sciences of the language teacher and the so-called related and critical sciences are only shown as background in comparison with the human factor (teacher-student interaction) which is the main engineer as human factor of all learning processes. All elements, components and constituents of this real-life model of foreign language teaching will have to be taken care of and considered in designing curricula for a contemporary foreign language teacher training.

Figure 11 The context of foreign language teaching methodology


THE PERSONALITY OF THE TEACHER
command of the language /proficiency in L1, L2/ education /erudition/
being exacting sense for PERMUTATION TOLERANCE
fantasy, creativity intelligence perfectibility
TEACHER'S STAGE
improvisations constructiveness in dev. didactic solutions
clear, precise SPEECH
EMPATHY
pantomime "eurhythmics" concentration paralinguistic f.
INTER-
ACTION
Ped. measurement EVALUATION examination techniques
AV equipment ped. hi-tec KNOWLEDGE OF teaching material
(Educational) Research methodology
ESP and ESP Methodology
METHODS STRATEGIES
THE PERSONALITY OF THE STUDENT age and maturity aptitude motivation learning techniques persistence tolerance
APPROACHES TACTICS
PCs: Word Processing and Editing
FL for recreation and mental hygiene
PRACTICAL L. TEACHING METHODOLOGY
Concepts of LANGUAGE
Concepts of LANGUAGE LEARNING
Concepts of LANGUAGE TEACHING
Concepts of SOCIETY
Linguistics Applied Ling. (Anatomy of articulation)
Psychology Psycholinguistics (Physiology of the Brain)
History of Language Teaching Pedagogy History of Education
Sociology Hist. of Civil. (Anthropology) (Geography) (Cultural Tradition)

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The components of content structure are very often worded in a list of educational and/or instructional objectives (cf. Figure 12) in comparison with this, traditional Hungarian models of foreign language teacher training show more hierarchy along the axis of the dichotomy of more academic or less academic approaches (see Figure 13).

Figure 12 Some objectives of pre-service courses

The TEAM Project (Teacher Education and Media)
- Analytic study of teaching
- Structure and uses of knowledge
- Concepts of human development and learning
- Designs for teaching and learning (strategies)
- Demonstration and evaluation of teaching competencies

(Conceptual models in teacher education)

CETEM (Comprehensive Elementary Teacher Education Model)
- Early awareness (... whether a career in teaching was for them)
- Classroom communication
- Study in the technical skills (Microteaching)
- Study of teaching situations using simulation
- Study of self and interpersonal relations
- Child development
- Human learning
- Diagnosis of learning difficulties
- School of social and cultural dynamics
- Evaluation
- Educational technology
- Role theory
- Study of how to build a curriculum

(FABIAN)
1. Motivation
2. Knowledge of facts
3. Skills in education and psychology
4. Special abilities (tolerance, stamina, stability of the (neurological system, etc.)
5. Responsibility for the students (sense of vocation)
6. Security and routine in teaching and education

Figure 13 Content structure of a traditional Hungarian foreign language teacher training model

Linguistics, Literature, Cultural History,	Education, Psychology, Social Sciences	FLT Methodology	Language Improvement Language Education, Teaching Practice

'THEORY' (more academic) — 'PRACTICE' (less academic)

There were some obvious advantages of this model: a very reliable theoretical foundation in modern philology; a whole year of school practice; a strong tradition of oral exams and thesis writing; etc. On the other hand, certain disadvantages should not be concealed either: education studies were too abstract; methodology was despised at universities; the lack of school experience among university lecturers; the proportion of time alotted to methodology and language improvement was too short; etc. The political changes of the year 1989 and 1990 have speeded up demands for an innovative model of foreign language teacher training in which the merits and values of the Hungarian tradition could be preserved while having an overall renewal.

2.4. Content structure in the Veszprém model of foreign language teacher training

Learner-centredness has become a password during the eighties and the emphasis on anything else would suggest considerable ingnorance or provocation. Still, learners are going to be learner-centred and teachers tend to be teacher-centred. It's not the teachers but the language learning process that should be learner-centred, or more exactly, learning-centred. As long as

schools survive as ritual bases for language learning, actions in the classroom will be mainly teacher induced and thus we shall have to teach our teachers how to make these contact hours in the classroom learning-centred. It is the teacher who is the significant and creative part of all software to be interpreted by the student and this way our teaching programs at Veszprém are biased by focusing on the teacher, on his/her role in the teaching/learning, caring/sharing dichotomies: in other words our teacher training approach is teacher-centred. During discussions, workshops, meetings of the heads of departments, conferences we often have to face widely differing teaching plans and curricula in the scope of both 5-year and 3-year programs. The timetable or a number of subjects or the number of contact classes are able to show something about the structure of the course but without further detail (the depth of teaching and the finess of solutions) these descriptions are only superficial. The following passages and figures will provide the necessary data.

2.4.1. Structure

For many, language teaching is not a profession, just pure common sense (and this is how an international army of mother-tongue wanderers and missionaries treat the world under this end-of-the-century neocolonial migration). Those who were introduced to the profession had been trained either by the craft or the applied science model of foreign language teacher training - as the ceremony of becoming age in the profession very rarely takes place with the help of artistic approaches. (As far as the reflective model of FL TT is concerned, the idea of reflection on anything that goes on in the classroom has been a characteristic feature of the considerate professional for centuries. Nevertheless, reflective pedagogy may prove to be a refreshing initiative to increase experiential knowledge.)

The Veszprém model of FLT is trying to keep the positive elements of Hungarian tradition described in the previous chapter (variety and empowering factual knowledge in the academic) with a significant change in the proportions to the benefit of practice-oriented studies. The structure of subjects in the 3-year single major for example is shown in Figure 14. This curriculum contains an equal number of subjects (15) in linguistics, culture, literature and language improvement to the number of subjects in methodology, education and psychology (general compulsory sciences like social sciences, information technology and the similar are considered to be neutral from this point of view).

Figure 14 Structure and variety of subjects in the 3-year single major (University of Veszprém)

ENGLISH AND AMERICAN STUDIES BLOCK

	Number of subjects
Linguistics	3
Culture	3
Literature	3
Methodology	6 !
Language improvement	4
Education and psychology	9 !
Social sciences	6
'Generic' compulsory	3
Second FL	1
Word processing	1
Physical education	1

Figures 15 and 16 will show how the subjects will be distributed in the six semesters (the first number is always the number of lectures and the second number is seminars or language improvement practice).

Figure 15 English and American Studies block

		1	2	3	4	5	6
Introduction to Linguistics		1+2					
Phonetics and Phonology			1+2				
Morphology and Syntax				1+2			
Semantics+Pragmatics							
+Discourse					1+2		
General and Applied Linguistics						1+2	
Brit. History and Culture		2+2					
US History and Culture			2+2				
Comparative Hist. of Cult.						2+0	
Introd. to English Literature				1+2			
Hist. of English Literature					2+2	2+2	
History of US Literature						2+2	
Speech Techniques and Self Projection	0+2						
History of LT Methods		4+2					
Detailed Meth. (Cont. LT)			1+2				
Evaluation and Construction of LT Materials (AV)				1+2			
Testing, Evaluation and Exam. Techniques					2+2		
Psychology of FL Teaching					1+0		
Language Improvement	0+4	0+4	0+4	0+4			
Socio-Cult. Topical Conv.			0+2				
Language of the Press and Broadcasting				0+2			
Transl. and Interpretation					0+4		

Figure 16 Education and Psychology block

	1	2	3	4	5	6
Psyche: the structure of soul and mind	2+2					
Awareness exercises	0+1	0+1				
Psychological foundation of teaching and learning		2+2				
Theory of teaching and education			2+2			
Educational situations at school			0+1			
Microteaching				0+1		
Theory of educational measurement				1+1		
History of education					2+0	
Practice at schools						0+12
Social Sciences block						
History of Philosophy	1+1	1+1				
Sociology and Education			2+1			
Logic		1+1				
Political Science				1+1		
Management and Economics in Education						1+0
Options (Aesthetics, ethics etc.)					1+1	
Compulsory 'Generic' subject block						
French or German	0+4	0+4	0+4	0+4	0+4	
Word processing and Editing			0+2			
Physical education	0+1	0+1	0+1	0+1	0+1	

2.4.2. Depth

From Figures 15 and 16 it must be clear that subjects taught by the Education and Psychology Department and the six semester methodology course taught by the subject department will complete each other. This sort of concentration and range will undoubtedly enhance factual knowledge which is counterbalanced by a high number of practice seminars where a lot of real-life solutions (a rich methodology of microteaching simulations) will help students acquire not only survival techniques but the tricks and sometimes the art of the trade. One way of showing depth is to demonstrate requirements of the examination supposing that eventual lectures and seminars had to dig much deeper to retrieve reasonable performance. The following two subjects in FLT methodology (2nd and 3rd semester) will demonstrate the dimensions of methodology studies in general.

Figure 17 History of Language Teaching Methods
(Topics for the examinations)

I. BASIC TERMS AND FUNDAMENTAL PROBLEMS OF FOREIGN LANGUAGE TEACHING

(Interpretation of the notions L1, L2 and bilingualism. Basic dilemmas (dichotomies) of language teaching (e.g. awareness vs. intuition). The notion of language skills. The enumeration of the best known methods. The concept of the method: step, process, method, language teaching theory. The comparative analysis of historical language teaching methods: essential features to describe a method (enumeration of the thirteen indices under the headings of basic dilemmas, arranging language content, teaching style).)

II. TECHNIQUES AND PROCESSES IN EARLY LANGUAGE TEACHING

(History of language teaching from the ancient times to the 19th century: periods and their characteristic features. Techniques and approaches in the teaching of reading, pronunciation, writing, speech, grammar and translation.)

III. THE GRAMMAR-TRANSLATION METHOD

(The notion and names of the grammar-translation method. The objectives of GT. The typical GT classroom. The most important classroom solutions. Typical coursebook structure in GT. Major authors of GT coursebooks.)

IV. SOME OUTSTANDING FIGURES OF EARLY FOREIGN LANGUAGE TEACHING

(Any number of famous FL teachers, but Comenius, Marcel, Prendergast and Gouin are compulsory.)

V. THE DIRECT METHOD

(The reform movement: history and most important contributors. The IPhA articles (Passy). General features of the Direct Method. Techniques and the typical classroom in the Direct Method. Varieties of the Direct Method.)

VI. FOUNDATION OF A NEW SCIENCE: LANGUAGE PEDAGOGY

(The development of language teaching theories and the greatest contributors: Sweet, Jespersen and Palmer.)

VII. THE READINT METHOD. THE INTENSIVE METHOD. THE AUDIO-VISUAL METHOD

(History and essential features of each particular method.)

VIII. THE AUDIO-LINGUAL METHOD: A LANGUAGE TEACHING THEORY

(The linguistic, psychological and audio-visual background of the audio-lingual method. The classroom process of the audio-lingual method.

IX. THE MENTALIST (COGNITIVE) APPROACH

(The pre-history and the scientific background to interpret cognitive code-learning. The controversy of behaviourist and mentalist approaches in foreign language teaching and learning. The comparison of the audio-lingual (habit formation) and the mentalist (cognitive code-learning) methods.)

X. THE HUMANISTIC APPROACH: COMMUNITY LANGUAGE LEARNING AND TOTAL PHYSICAL RESPONSE

(History, inventors and essential features of CLL and TPR.)

XI. THE HUMANISTIC APPROACH: SUGGESTOLOGY AND THE SILENT WAY

(History, inventors and essential features of Suggestology and the Silent Way.)

XII. THE COMMUNICATIVE APPROACH

(The concept of communication. The pre-history and scientific background of the communicative approach. The concepts of language norm, communicative competence, notions and functions. The communicative curriculum design.

XIII. THE COMMUNICATIVE APPROACH

(The principles of communicative classroom teaching. Communicative activities in the classroom: types of exercises. The criticism of the communicative approach. Fashionable topics in contemporary research. A comparative anlysis of the communicative approach and some historical LT methods.)

XIV. THE CONTENT AND STRUCTURE OF KNOWLEDGE IN CONTEMPORARY FL TEACHER TRAINING

(The traditional proportion of subjects. Some historical models. The teacher-student interaction. The content of language pedagogy. The six semester methodology model of the University of Veszprém.)

Figure 18 Contemporary EFL Teaching Methods

(Topics for the examination)

I. STATE OF THE ART: 90s

(Criticism of the communicative approach. Fashionable issues and trends. Micro- and macro-approach in teacher training. Shifts in the focus on learner, socio-political considerations, subject matter, and method. Components of the LT profession. Models of teacher training.)

II. CLASSROOM AWARENESS, CONTROL AND MANAGEMENT

(Models of classroom observation (linguistic; psychological; pedagogical: Flanders, Moskowitz, Fanselow, Mitchel and Parkinson). Trends in classroom research. Central categories (4) of the 'art'. Social climate: appreciation and physical environment. The scale of student participation. The teacher's performance: appearance, manner and the 'holy trinity'.)

III. LEARNING THEORIES AND LEARNING TECHNIQUES

(Notion and types of learning. Theories of human development. Some theories of learning. Psychic (mental) processes and learning. Language, language learning and the learning process. The two-stream proposal. Learner types. Conditions for successful learning.)

IV. TEACHING TECHNIQUES AND STRATEGIES:
TEACHING PRONUNCIATION

(The similarity of language and music. Some features of Hungarian pronunciation. Approaches to teaching pronunciation. Criteria for good pronunciation. Major areas of teaching pronunciation.)

V. TEACHING TECHNIQUES AND STRATEGIES:
PRESENTING GRAMMAR AND STRUCTURES

(Skill-getting and skill-using: bridging techniques. The two models of communicative competence. Approaches in teaching grammar. Process of presentation. Types of grammatical exercises. The question of the optimal order.)

VI. TEACHING TECHNIQUES AND STRATEGIES:
PRESENTING VOCABULARY

(Difficulties in teaching vocabulary. The process to teach vocabulary items. The art of presentation. Knowing a word: the amount of information. Teaching words in groups (lexical relations). The topical language syllabus. Discovery techniques.)

VII. TEACHING TECHNIQUES AND STRATEGIES:
PRESENTING DIALOGUES

(Types of dialogues. Criteria for well-constructed dialogues. Detailed process of dialogue exploitation.)

PRESENTING TEXTS

(Objectives and problems. The process of presenting texts.)

VIII. DEVELOPING SKILLS: LISTENING

(Difficulties of listening. Enabling abilities. Language content in listening comprehension. Listening: sources and areas. Modes of listening. Process of listening. Problem areas.)

IX. DEVELOPING SKILLS: READING

(Elements of reading practice in ancient times. Enabling skills (sub-skills). Levels of reading. Types of reading. Basic approaches. The general process of teaching reading. Useful techniques and problem areas.)

X. DEVELOPING SKILLS: WRITING I

(A comparison: speech and writing. The notion of writing. The scale of progress in writing. History of writing (scripts). The natural order of learning writing in L1 speakers.)

XI. DEVELOPING SKILLS: WRITING II

(Writing in a foreign language. Penmanship and spelling. Best-known ways of teaching writing (writing techniques). Stages of development. Most frequent techniques (multiple choice, completion, cloze procedure). Production stage: conversions, contractions, expansions, combinations. The teaching of composition. Dicto-comp. Parallel writing. Paragraph-level writing (cohesion and coherence).)

XII. DEVELOPING SKILLS: SPEAKING

(General remarks. The process of development in L2 speech performance. Stages of development. Content areas before the modern methods. Activity areas revisited. Techniques and processes.)

XIII. ERROR ANALYSIS AND ERROR CORRECTION

(Interpretation of errors. The five fundamental questions of error correction and the answers. Types of errors I-II-III-IV. Process of corrections: speech and writing.)

XIV. TESTING AND EVALUATION TECHNIQUES

(Definition of testing. Aspects of language testing. The characteristic features of good testing. Types of tests.)

XV. COMMUNICATIVE ACTIVITIES

(The place and role of communicative activities in the skill-getting/skill-using processes. Explanation of SWAP in communication. Types of description of the processes of communicative activities.)

2.4.3. Finess of solutions

The whole idea behind this type of teacher training was to aim straight as far as the language teaching profession itself is concerned, on the other hand, by offering a wide assortment of subjects in the profession we are trying to build up freedom so typical of the expert. Another objective is to establish the desired harmony between those well-interpreted notions and

practical decisions to be made while teaching. For example, in the material about pronunciation the notions of intelligibility and consistency are introduced. Although students are expected to remember and use terms like these, to prove the correctness of their interpretation they will have to recognize which of the two criteria are not fulfilled by the speaker of a tape of broken English. Invention, routine, and didactic creativity are all needed to produce authentic situations and for many practitioners the above mentioned finess of solutions is a kind of finishing touch characteristic of a teacher's individual style. Our candidates will have to acquire the teaching style and methods of past decades and a knowledge about the solutions of old masters will empower them to choose from a great variety of solutions in a particular situation in which only one and tiny part of a labelled method is the only adequate solution. Just to give one more example, on explaining the various types of reading students will have to describe the exact steps of the methodological process when the one and same text is used for scanning, skimming, intensive or extensive reading. The important thing here again is the fact that they not only have to be able to interpret a group of intrinsically mingled notions but they always have to offer realistic solutions which are directly applicable in practical teaching.

2.5. Concluding remarks

In 1989 and 1990 several governments in Europe elaborated plans and projects to help and improve foreign language teacher training in Central Europe following political reconstruction. Fortunately, these efforts coincided with the projects of Hungarian experts to reform foreign language teacher training and cater the needs for more intensive foreign language teaching in Hungary.

For many decades, foreign language teacher training was identified (especially at universities) by training philologists regarding humanist educational values as basic conditions for a person to become a successful teacher of foreign cultures. According to this opinion, to waste too much time for pedagogy, psychology or methodology was useless because beginner teachers will acquire the practicum in actual teaching. The new models of foreign language teacher training, including the one in Veszprém, emphasize the importance of practical knowledge, and, amongst theoretical studies, applied linguistics is a priority (in contrast to the similar role played by literature before). As a result of these initiatives, innovative models of teacher training were established in the interaction of home and foreign experts, especially in CETT, Budapest and Veszprém University (see ELTSUP: The English Language Teacher Supply Project 1991-93. Project Review by J.C.Alderson and E.R.Gwyn, British Council 1993. pp.1-30). These centres are about to launch Ph.D. programs in applied linguistics and developed a broad range, M.Ed.-type postgraduate training for support teachers. Considering the lack of teachers in foreign languages and the requirements of Higher Education Law, more cooperation is needed amongst responsible institutions to develop higher standards of management, quality of research, feasible projects and implementations in foreign language teacher training.

Something has happened in Veszprém. A new type of FL TT was introduced in the region that had no teacher training (no philology, or arts) before. Some individual researchers have already started to investigate the area but we need more people, we need teams of researchers, because we are only a few in the know, yet. Yet.

3. Appendices

3.1. Implementation

Implementation started with the introduction of 5-year double major programs in English and Chemistry to be joined by German and Theology in 1991. At the same time, the 3-year single major pre-service courses were launched, and parallel to the 3-year program, in-service courses for ex-Russian teachers started using virtually the same curricula. The foreign language components at Veszprém University obviously implied other fields as well (ESP for engineer students, dual language engineer training, State Language Examinations, adult language teaching etc.). The inter-relatedness of the elements in the foreign language component are shown in Figure 19. The reform introduced in the teaching of English and other languages for specific purposes for engineer students since 1990 is demonstrated in Figure 20. As the number of students was doubled every single year in various new subjects (Information Technology and Computing Techniques, Environmental Sciences) the construction of the Faculty of Teacher Training comprises core and kernel departments of a Faculty of Arts and Natural Sciences. The units of the Faculty of Teacher Training are shown in Figure 21 (new departments to join the Faculty of Teacher Training from the fall semester of 1994 are Biology and Theatrical Sciences). By 1994 the number of pre-service and in-service students at the Faculty of Teacher Training is over 600 and the personnel of the departments (English and American Studies Department 24 full-time jobs, German Studies Department 16 full-time jobs, Department of Foreign Languages 26 full-time jobs, together with Department of Social Sciences, Education and Psychology) is still growing strong In number.

Innovation in the content structure of foreign language teacher training at Veszprém were introduced into both (5-year double major and 3-year

single major) courses and the developments and fame of the program have attracted several highly qualified experts. Candidates sitting for the entrance examinations this summer (1994) are manyfold of the number we can take and second highest in the country. Experience proves that more students stay in the profession graduating from country universities than the ones in the capital.

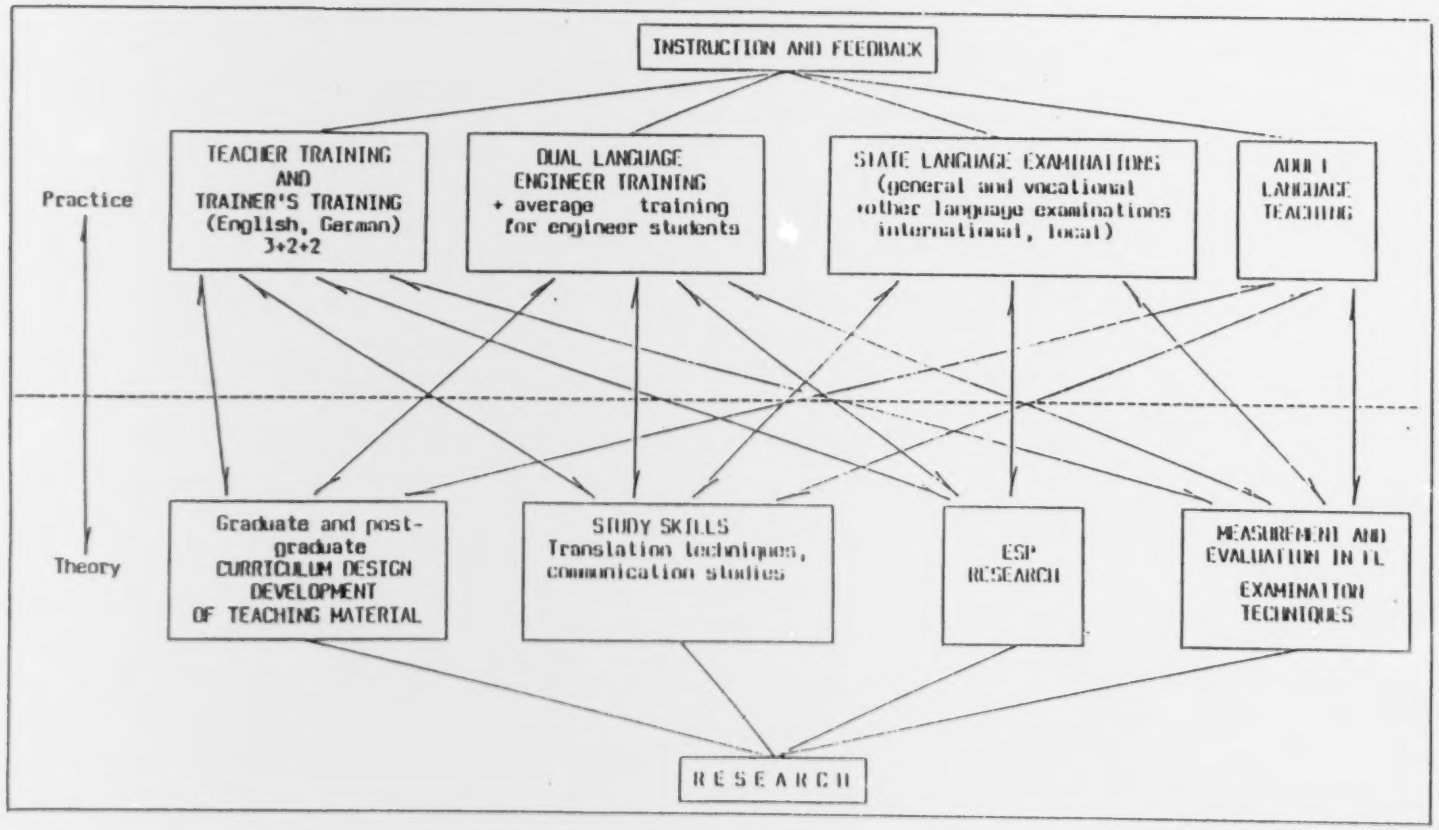
INSTRUCTION AND FEEDBACK
Practice
TEACHER TRAINING AND TRAINER'S TRAINING (English, German) 3+2+2
DUAL LANGUAGE ENGINEER TRAINING + average training for engineer students
STATE LANGUAGE EXAMINATIONS (general and vocational other language examinations international, local)
ADULT LANGUAGE TEACHING
Theory
Graduate and post-graduate CURRICULUM DESIGN DEVELOPMENT OF TEACHING MATERIAL
STUDY SKILLS Translation techniques, communication studies
ESP RESEARCH
MEASUREMENT AND EVALUATION IN FL EXAMINATION TECHNIQUES
RESEARCH

Figure 19 Interrelatedness of the elements of the FL component

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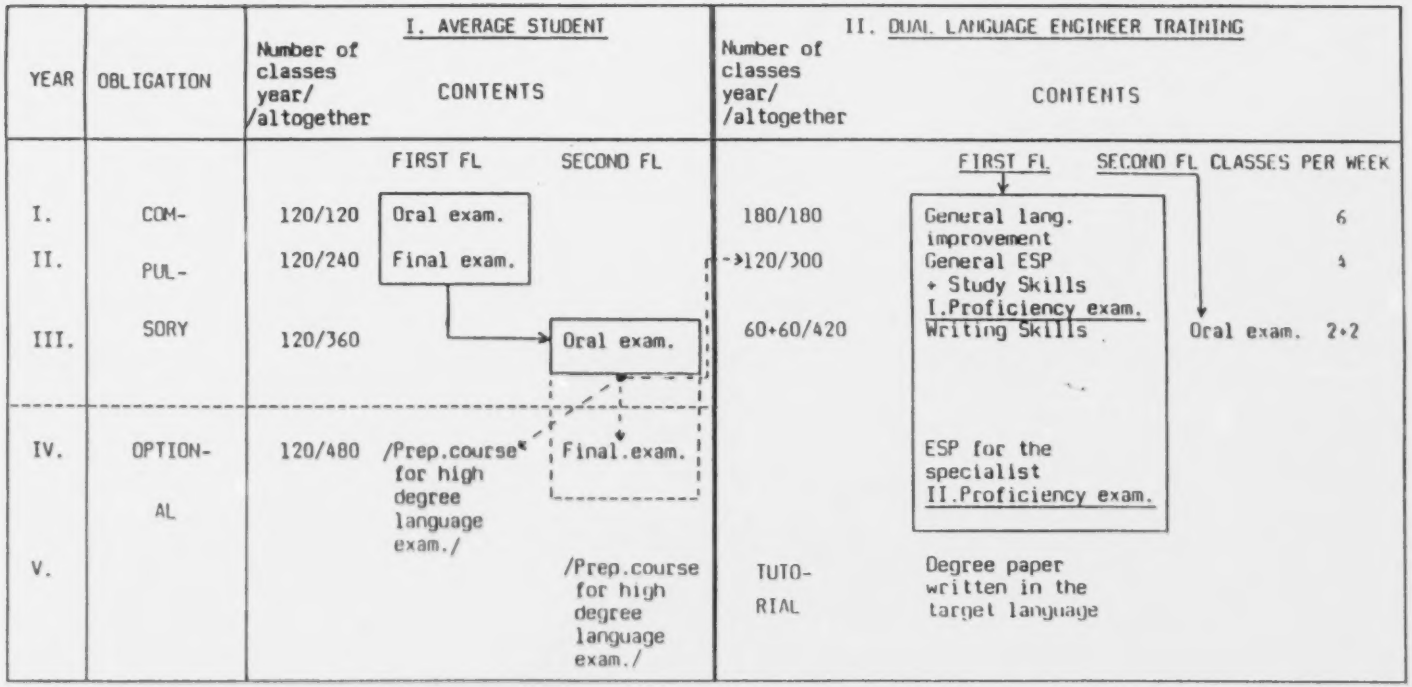

Note: Dotted arrows will show options for students on the fourth and fifth years.

Figure 20 ESP for engineer students

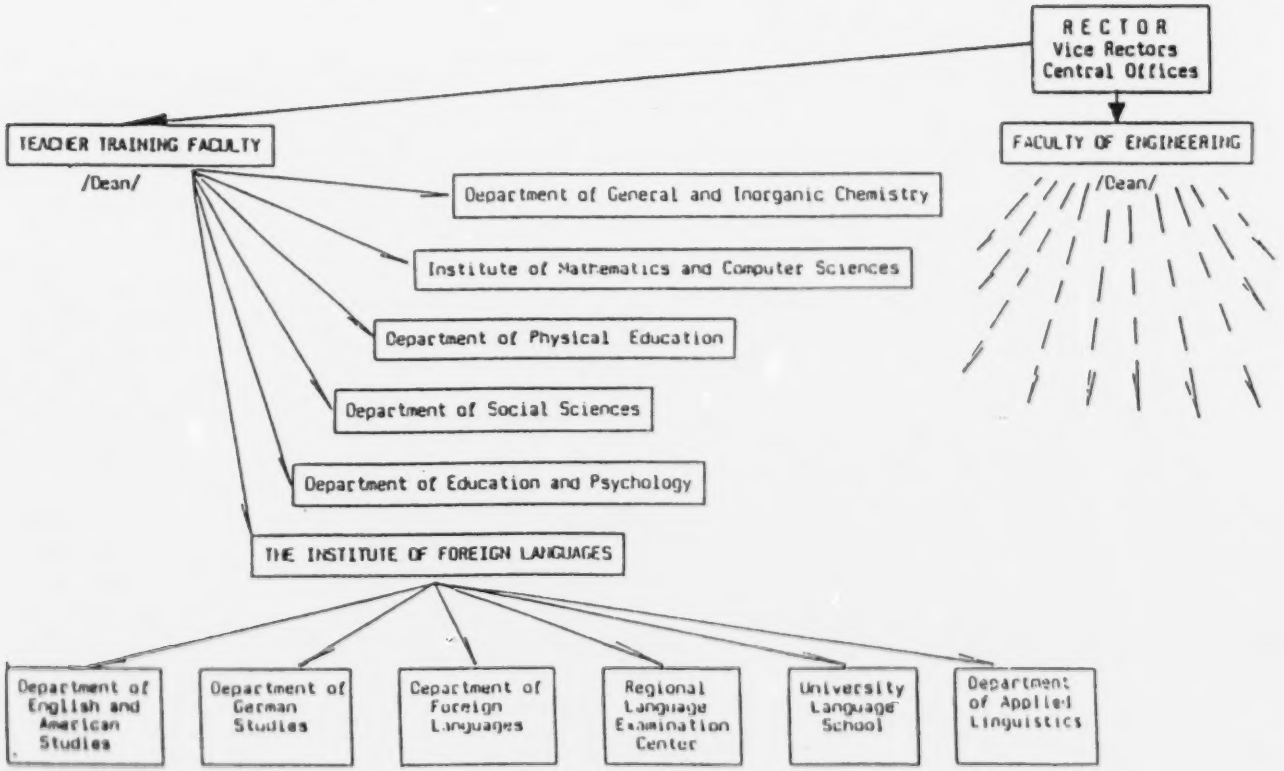

Figure 21 Institutional background

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Figure 22 Number of students, Fall Semester 1993/94

Subject	I	II	III	IV	V	Total
Pre-Service						
English-German	7	3	-	-	-	10
English-Chemistry	2	13	13	15	-	43
English-Computing Tech.	12	7	-	-	-	19
English-Theology	9	12	7	-	-	28
Chemistry-Environmental Sc.	23	-	-	-	-	23
Chemistry-Computing Tech.	6	3	-	-	-	9
Chemistry-Theology	1	2	3	-	-	6
German-Chemistry	1	1	-	-	-	2
German-Computing Tech.	6	-	-	-	-	6
German-Theology	9	6	-	-	-	15
Computing Tech.-Theology	2	1	-	-	-	3
English (Single major)	54	55	58	-	-	167
German (Single major)	44	39	-	-	-	83
Total	**176**	**142**	**81**	**15**	**-**	**414**
In-Service						
Chemistry	-	7	11	-	-	18
English (Single major)	28	15	24	-	-	67
German (Single major)	40	37	35	-	-	112
Total	**68**	**59**	**70**	**-**	**-**	**197**

3.2. Evaluation

Although there is historical experience now in evaluating various profiles in foreign language proficiency in Hungary (State Language Examinations, and international projects), in comparison with this, internal exminations at universities are very often of appallingly low standards considering contemporary paradigms of testing and evaluation. After experimenting for a short while with discrete-point testing at the very beginning, we introduced integrated testing in the usual end-of-the-year filter exams. (As I'm conservative enough to stick to low efficiency, subjective and not very practical oral examinations, to counterbalance these traditional performance-centred Hungarian higher-ed exams, contemporary language proficiency tests were administered). To give an impression of the character of these proficiency exams I have attached some documents of the examination. Obviously, details of the exam are still unpublished. Figure 23 will contain specifications of the exam and some assessment criteria.

Figure 23 Specification and assessment criteria (Language proficiency exams, 1994)

1. PURPOSE

This exam is an advanced level proficiency exam and tests language competence and communicative skills at the end of the second year. It is to guarantee that no student without a desired standard of language competence enters the 3rd-year programme. Only with an adequate command of English can students go into teaching practice or carry out high-level university studies.

2. TEST LEVEL

A 'PASS' in this exam is about the level needed to obtain the Cambridge Certificate in Advanced English or the Hungarian State Language Exam Certificate (advanced level).

Although the exam doesn't claim to test students' methodological expertise some of the texts have been chosen with a view to their future needs, which corresponds with sore requirements of the Cambridge Examination in English for Language Teachers. Parts of this exam are therefore syllabus-free like most of proficiency testing, whereas other parts are syllabus-bound attainment tests. (See: recommended literature for preparation.)

The level of the exam is strictly correlated with the desired level of student attainment described in the curriculum of the two-year Language Improvement Course.

3. TEST COMPONENTS

The examination will consist of three main components:

A./ An integrated GRAMMAR, VOCABULARY and READING test.

(Time: 9.00 - 11.30, May 5th 1994)

The knowledge of language systems and the skill of reading will mainly be tested by discrete-point objective items. These items are chosen to provide a reasonably wide sample of the language with particular attention to areas known to cause difficulty to Hungarian learners.

Possible task types:

(1) Transformation

(e.g.: 'This information must be kept secret.'

'Under no circumstances .....')

(2) Word formation

Students may be given a text containing numbered words which are not in their correct grammatical form. They will have to change them to fit in grammatically and semantically with the context by adding prefixes or suffixes or making other morphological changes.

(E.g.: 'In the 18th century Britain was the first country to develop a politically
1, DEPEND press.' etc.
Key: 'INDEPENDENT')

(3) Random or modified cloze

Students may have to fill in the numbered blanks in a piece of discourse.

(4) C-test

Students may be given a text in which half the letters of every second word are deleted. They will have to complete the text.

(E.g.: 'Traditional marriage in Britain is now in turmoil. Not on..... is t..... divorce ra..... rising, b..... the ra..... at wh..... people ma..... is fal..... quite shar..... . etc.')

(5) Multiple choice (A commonly known testing method)

(6) Multiple choice cloze

The completion of a blanked text is made easier by offering four alternatives to choose from for each space.

(7) Comprehension questions (A commonly known testing method)

(8) Guessing the meaning of words from context

(10) Translation in both ways

From Hungarian into English students will have to translate sentences which all contain a problematic grammatical structure. The actual words in these sentences may be taken from the vocabulary sections of HEADWAY UPPER-INTERMEDIATE and ADVANCED.

From English into Hungarian students may have to translate a paragraph taken from any of the reading passages of the above.

Raw scores obtained on this component will be converted to a mark out of 30 for inclusion of the candidate's overall result.

B./ An integrated LISTENING and WRITING test
(Time: 13.00 - 15.00, MAY 5TH 1994)

This paper will consist of three tasks:

(1) Dictocomp

(Time: half an hour)

Students hear a short text and are provided with cues. They are then to reproduce the text in a written form.
Marking will be done with the help of a detailed specific marking scheme.
No use of dictionary is allowed.

(2) Proofreading and editing

(Time: half an hour)
Students will have to correct the grammar and style of a written piece of work, preferably a letter. Marking is objective.
No use of dictionary is allowed.

(3) Essay writing/free composition

(Time: one and a half hours)
From a choice of three topics, one composition - of about 500 words - is to be written in one and a half hours. Marks will be given for content, organization, vocabulary, language use and mechanics. These criteria may not be given equal weighting but all of them will be fulfilled.
Use of monolingual dictionary is allowed.

Raw scores obtained in this part of the examination will be converted to a score out of thirty for inclusion in the candidate's overall result.

C./ ORAL examination
(Time: 0.5 hour)

The oral examination consists of three parts:

(1) Reading aloud

This section is based on a selection of texts that students might use in their teaching jobs. The texts are recited individually.
Students are marked for a sense of audience (expressivity), intelligible pronunciation and meaningful intonation.
Preparation time is given.
(Time: 5 minutes)

(2) Retelling a short written text

Students will have to summarize and express opinion on a written input text. Texts can be of different type, e.g.: extracts from essays, articles, stories.
Preparation time is given.
(Time: 10 minutes)

(3) Guided interaction

This part will be conducted in pairs. Candidates will be given a task with guidance written in the mother tongue. They will have three minutes to read the task, individually, before performing the interaction in pairs. The roles, the purpose, the desired outcome and the steps of the interaction will be clearly defined. The tasks will typically draw upon common topics of everyday life detailed in the course curriculum.
No preparation time is given.
(Time: 10 to 15 minutes)

Example of a guided interaction:
Ön egy külföldi ismerősével beszélget arról, hogy milyen sok baleset történik mostanában az utakon. Közös nyelv az angol. A társalgás folyamán megfelelően bevezetve, természetes stílusban fogalmazza meg a következő gondolatokat.

STUDENT 'A'

Ön a sok baleset okait a következőkben látja:
- nem elég szélesek az utak; még a főutakon is többnyire csak egy-egy sávon halad a forgalom
- az emberek rengeteg használt kocsit vásároltak külföldön, amelyek gyakran rossz állapotban vannak és műszaki vizsga nélkül használják őket
- még mindig sok a kétütemű kocsi, amelyek nem igazán jól gyorsulnak és sok baj van a sebességváltókkal és a fékekkel is
stb.

STUDENT 'B'

Ön a sok baleset okat a következőkben látja:
- az autósztrádákon túl magas a megengedett sebességhatár és ha hirtelen akadály bukkan fel a kocsik nem tudnak kitérni, vagy lefékezni
- sok a vakmerő vezető, akik csak a gázpedált nyomják és a kellő óvatosság nélkül előznek: átmennek a záróvonalon, kanyarban előznek, ittasan vezetnek
- túl nagy a forgalom az utakon, az emberek türelmetlenek és sokszor nem veszik figyelembe a KRESZ táblák utasításait
stb.
The above model is just to give you an idea of what we mean by guided interaction. The tasks in the exam will be longer to provide you with enough prompts for a quarter-of-an-hour conversation.

Veszprém, 2nd March, 1994

Assessment criteria (Language proficiency: oral - 1994)

1. READING ALOUD

a. Sense of audience

PASS Speaks with appropriate projection of voice, variation of speed and pausing. Eye-contact and posture reflect a sense of audience.

FAIL Fails to speak with appropriate projection of voce, variation of speed and pausing. Production is too fast, toó quiet or monotonous.

b. Suprasegmental features and meaning

PASS Displays a clear undrstanding of the message conveyed. Use of intonation and stress is largely appropriate to meaning. No undue effort on the part of the assessor to follow the candidate.

FAIL Production does not reflect a clear understanding of the message: it is often blurred or indistinct. Use of intonation and stress is largely inappropriate to meaning. Ill-timed breathing and incorrect cohesive intonation interfere with the assessor's understanding and compels undue effort.

c. Pronunciation

PASS Generally accurate pronunciation. Alghough a few Hungarian features may remain, this, in no way, hinders easy understanding.. Word stress is generally accurate although a slip or two on very uncommon words are acceptable.

FAIL Rather inaccurate pronunciation. Hungarian features hinder easy understanding. Key words may be pronounced incorrectly. Even common words are stressed incorrectly.

2. RETELLING

a. Pronunciation

PASS Pronunciation is totally comprehensible

FAIL Pronunciation affects comprehensibility.

b. Factual recall

PASS All the main points of the story are recounted.
Unimportant details may be omitted.

FAIL Main points of the story are omitted or given out of sequence to the extent that the story is difficult to follow.

c. Grammar

PASS One or two minor uncorrected slips in grammatical accuracy.

FAIL Grammatical errors are frequent and not corrected by the speaker.

d. Story telling skills
PASS Attempts to set the scene and close the story. Varies the pace and volume of delivery. Attempts to use paralinguistic devices. Pause is present but not long enough for the listener to lose attention.
FAIL No attempt made to set the scene or draw the story to conclusion. Does not vary pace and volume. No use of paralinguistic devices. Long pauses.

3. INTERACTIVE TASK

a. Fluency
PASS Converses at length with minimal hesitation. Very occasional groping. Rephrasing and circumlocutions do not noticeably interrupt the flow of speech.
FAIL Speaks very slowly with frequent lengthy hesitations to search for language. The hesitations disrupt the flow of speech.

b. Accuracy
PASS The standard of discoursal, grammatical and phonological accuracy is fairly high, though occasional errors which do not impede communication are acceptable. The candidate is capable of monitoring their speech.
FAIL Uses a narrow range of simple grammatical structures. Errors are serious enough to impede communication. The candidate does not appear to monitor their speech.

c. Range of vocabulary
PASS Displays a wide range of appropriate vocabulary. Few very obvious avoidance strategies.
FAIL Does not possess enough vocabulary to deal with core topics. Strong evidence of avoidance strategies: with the majority of the prescribed issues the candidate appears to opt for easier ways of expression.

d. Interactive skills
PASS Displays evidence of the ability to initiate, to turn-take and to adapt to changes of direction. Does not dominate and does not allow themselves to be dominated. Keeps the conversation going; listens to and responds intelligently to interlocutor's part of the conversation.
FAIL Displays no evidence of the ability to initiate and takes turn almost only by invitation although they may adapt to changes of direction and other speaker's initiatives. Allows themselves to be dominated. Fails to take an active role, underperforms.

e. Content
PASS What candidate says is relevant and basically corresponds to prescribed core topics. contributions to conversation are addequate.
FAIL What candidate says is mainly irrelevant to prescribed core topics. Has little to contribute to the conversation.

An integrated listening and writing test
(Time: 13.00 - 15.30, May 6th, 1994)

This test consists of three tasks:

1. Dictocomp
   (Time: half an hour)
   (Score: 34 points)

You will hear a short text three times. Listen carefully and take notes. Then reproduce the text in a written form.

2. Proofreading and editing
   (Time: half an hour)
   (Score: 36 points)

A student of yours has written a letter of complaint to the airline company mentioned in the newspaper advertisement attached. He has asked you to check through the letter before he sends it. Rewrite it making all the necessary alterations and corrections both in grammar and in style to achieve a more consistent letter.

No use of dictionary is allowed.

3. Essay writing/free composition
   (Time: one and a half hours)
   (Score: 50 points)

Choose one of the five topics listed below and write an essay of about 400 words.

Use of monolingual dictionary is allowed.

a. This World Belongs to Our Children (Environmental issues and how to act on them)
b. "Everybody has the right to pronounce foreign names as he chooses." (Sir W. Churchill)
   (Issues of minorities)
c. The Starving Half of the World
d. Advertising is the Greatest Art Form of the 20th Century
e. "The love of money is the root of all evil." (Proverb, the Bible)

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5. SUGGESTED READINGS FOR TEACHER TRAINERS: A BIBLIOGRAPHY

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